



## Pelzer Elementary

214 Lebby Street  
Pelzer, SC 29669

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	147 Students	
<b>Principal</b>	Dr. Eunice Williams	864-947-9311
<b>Superintendent</b>	Dr. Wayne Fowler	864-847-7344
<b>Board Chair</b>	Mr. Fred Alexander	864-947-9346

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Average	Average
2007	Average	At-Risk
2006	Good	Average
2005	Good	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

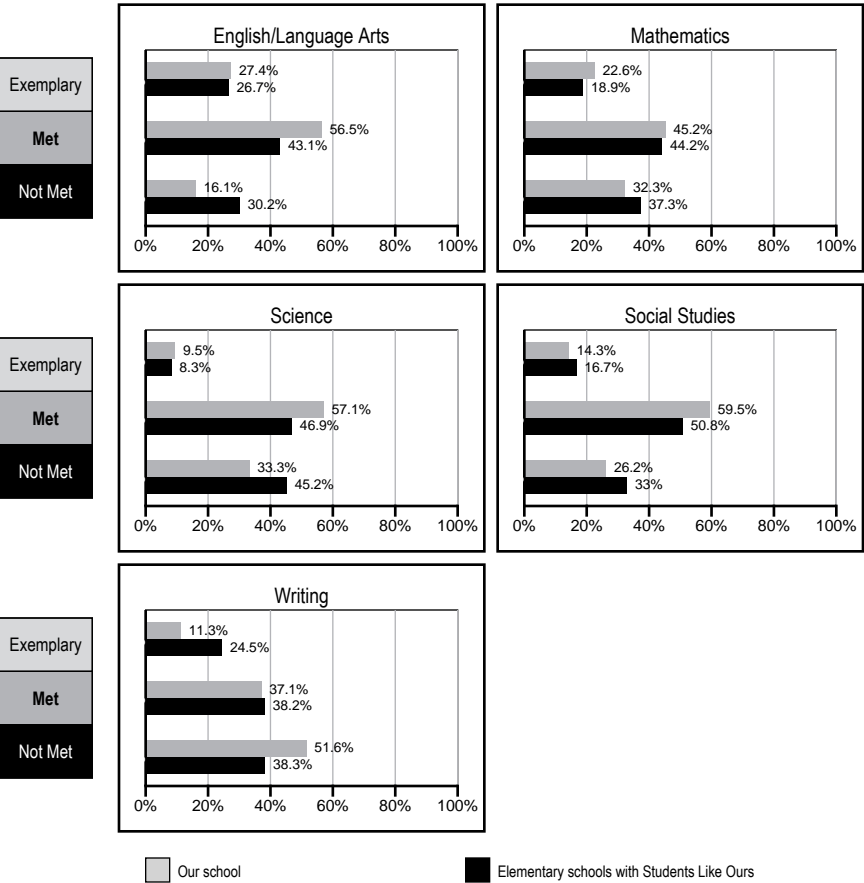
97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	5	83	33	7

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=147)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.7%	Up from 1.8%	2.5%	1.9%
Attendance rate	95.7%	Down from 96.4%	96.0%	96.3%
Eligible for gifted and talented	1.4%	Down from 5.3%	5.8%	10.0%
With disabilities other than speech	17.0%	Down from 19.9%	8.9%	7.7%
Older than usual for grade	0.0%	No Change	0.8%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=11)</b>				
Teachers with advanced degrees	63.6%	Up from 60.0%	57.1%	59.4%
Continuing contract teachers	63.6%	Down from 80.0%	75.0%	80.0%
Teachers with emergency or provisional certificates	18.2%	Up from 10.0%	0.0%	0.0%
Teachers returning from previous year	83.8%	Down from 86.3%	84.9%	85.9%
Teacher attendance rate	96.5%	Up from 95.0%	95.1%	95.1%
Average teacher salary*	\$51,105	Up 12.5%	\$45,973	\$47,149
Professional development days/teacher	13.1 days	Down from 14.4 days	11.7 days	11.1 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Up from 16.2 to 1	17.9 to 1	18.8 to 1
Prime instructional time	92.0%	Up from 90.4%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	At-Risk	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$10,982	Up 13.5%	\$7,782	\$7,458
Percent of expenditures for instruction**	62.8%	Up from 61.2%	68.1%	68.8%
Percent of expenditures for teacher salaries**	59.2%	Up from 56.0%	61.7%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Pelzer Elementary School closed at the end of the 2008-2009 school year.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	7	13	11
Percent satisfied with learning environment	100.0%	100.0%	100.0%
Percent satisfied with social and physical environment	100.0%	100.0%	100.0%
Percent satisfied with school-home relations	100.0%	100.0%	100.0%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	68	100	16.1	56.5	27.4	93.5	92.2	82.8	Yes	Yes
<b>Gender</b>										
Male	48	100	15.6	55.6	28.9	93.3	90.9	79.3	N/A	N/A
Female	20	100	17.6	58.8	23.5	94.1	93.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	62	100	15.8	54.4	29.8	93	93.1	89.5	Yes	Yes
African American	4	I/S	I/S	I/S	I/S	I/S	85.4	73.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.5	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	85.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	24	100	12.5	62.5	25	95.8	72	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	84.7	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	54	100	16.7	56.3	27.1	93.8	86.5	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	68	100	32.3	45.2	22.6	82.3	88.8	78.9	Yes	Yes
<b>Gender</b>										
Male	48	100	37.8	33.3	28.9	82.2	88.6	77	N/A	N/A
Female	20	100	17.6	76.5	5.9	82.4	89.1	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	62	100	31.6	43.9	24.6	82.5	89.8	87.2	Yes	Yes
African American	4	I/S	I/S	I/S	I/S	I/S	79.6	66.7	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	85.2	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	24	100	45.8	41.7	12.5	75	59.7	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	85.4	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	54	100	37.5	39.6	22.9	79.2	81.1	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	47	100	33.3	57.1	9.5	66.7	84.7	67.5
<b>Gender</b>								
Male	34	100	35.5	51.6	12.9	64.5	84.9	67
Female	13	100	N/AV	N/AV	N/AV	72.7	84.4	68
<b>Racial/Ethnic Group</b>								
White	42	100	34.2	55.3	10.5	65.8	86.6	79.5
African American	3	I/S	I/S	I/S	I/S	I/S	63.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	79.4	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	14	100	42.9	50	7.1	57.1	56.4	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	79.5	59.6
<b>Socio-Economic Status</b>								
Subsided meals	39	100	38.2	50	11.8	61.8	74.5	55.1

**Social Studies**

All Students	45	100	26.2	59.5	14.3	73.8	85.9	72.3
<b>Gender</b>								
Male	31	100	20	60	20	80	86.2	71.5
Female	14	100	N/AV	N/AV	N/AV	58.3	85.7	73.2
<b>Racial/Ethnic Group</b>								
White	42	100	25.6	59	15.4	74.4	86.8	80.7
African American	3	I/S	I/S	I/S	I/S	I/S	78.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.6	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	78.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	18	100	N/AV	N/AV	N/AV	61.1	59.8	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	78	67.9
<b>Socio-Economic Status</b>								
Subsided meals	33	100	26.7	56.7	16.7	73.3	77.1	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	69	100	51.6	37.1	11.3	48.4	80.5	70.2	95.7	96.3
Gender										
Male	48	100	55.6	33.3	11.1	44.4	75.3	63.2	95.8	96.3
Female	21	100	41.2	47.1	11.8	58.8	86.1	77.5	95.7	96.3
Racial/Ethnic Group										
White	63	100	52.6	35.1	12.3	47.4	82.1	79.1	95.7	96.2
African American	4	I/S	I/S	I/S	I/S	I/S	67.7	57.6	96.6	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	86.2	N/A	97.2
Hispanic	2	I/S	I/S	I/S	I/S	I/S	72.2	62.6	97.1	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	53.3	68.7	N/A	94.3
Disability Status										
Disabled	24	100	75	20.8	4.2	25	36.6	26.1	95.2	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	74.5	61.2	94	97.1
Socio-Economic Status										
Subsidized meals	55	100	52.1	37.5	10.4	47.9	68.8	58.9	95.4	95.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	27	100	15.4	53.8	30.8	84.6
	4	24	100	18.2	54.5	27.3	81.8
	5	17	100	14.3	64.3	21.4	85.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	27	100	38.5	42.3	19.2	61.5
	4	24	100	40.9	40.9	18.2	59.1
	5	17	100	7.1	57.1	35.7	92.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	14	100	28.6	64.3	7.1	71.4
	4	24	100	40.9	50	9.1	59.1
	5	9	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	13	100	33.3	50	16.7	66.7
	4	24	100	27.3	63.6	9.1	72.7
	5	8	I/S	I/S	I/S	I/S	I/S
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	28	100	57.7	34.6	7.7	42.3
	4	24	100	63.6	31.8	4.5	36.4
	5	17	100	21.4	50	28.6	78.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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